

Cheraw Intermediate

421 Chesterfield Highway
Cheraw, SC 29520

Grades	3-5 Elementary School	
Enrollment	575 Students	
Principal	Scott Eddins	843-921-1030
Superintendent	John E. Williams, Jr., Ph.D.	843-623-2175
Board Chair	Jerry D. Holley	843-335-8420

THE STATE OF SOUTH CAROLINA **2006** ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	22	73	7	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

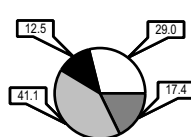
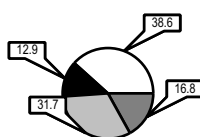
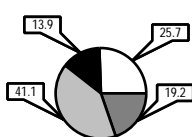
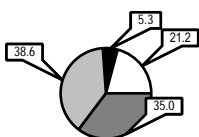
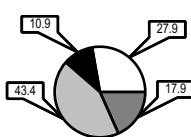
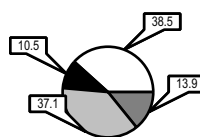
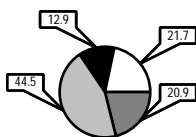
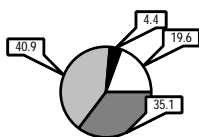
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	578	99.8	20.9	38.4	35.0	5.8	54.4	Yes	Yes
Gender									
Male	294	99.7	23.8	41.6	31.7	2.8	47.0	N/A	N/A
Female	284	100.0	17.9	35.0	38.3	8.8	62.0	N/A	N/A
Racial/Ethnic Group									
White	265	100.0	10.5	31.6	48.0	9.8	71.1	Yes	Yes
African American	301	99.7	30.7	44.6	22.3	2.4	38.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	484	100.0	14.7	38.7	40.4	6.3	61.1	N/A	N/A
Disabled	94	98.9	52.2	37.0	7.6	3.3	20.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	578	99.8	20.9	38.4	35.0	5.8	54.4	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	574	99.8	20.9	38.3	35.0	5.8	54.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	370	99.7	27.8	42.6	26.4	3.1	41.5	Yes	Yes
Full-pay meals	208	100.0	8.9	31.0	49.8	10.3	76.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	578	99.7	25.4	41.1	19.5	14.1	44.5	Yes	Yes
Gender									
Male	294	99.7	28.8	37.0	20.3	13.9	43.1	N/A	N/A
Female	284	99.6	21.9	45.3	18.6	14.2	46.0	N/A	N/A
Racial/Ethnic Group									
White	265	100.0	14.8	37.9	25.8	21.5	60.9	Yes	Yes
African American	301	99.3	35.2	44.6	13.9	6.3	28.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	484	99.8	18.6	43.6	21.6	16.2	50.5	N/A	N/A
Disabled	94	98.9	59.8	28.3	8.7	3.3	14.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	578	99.7	25.4	41.1	19.5	14.1	44.5	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	574	99.7	25.2	41.2	19.4	14.2	44.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	370	99.5	32.7	46.0	14.2	7.1	32.4	Yes	Yes
Full-pay meals	208	100.0	12.8	32.5	28.6	26.1	65.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	577	99.7	38.2	31.7	17.1	13.0	30.1
Gender							
Male	294	99.7	40.4	29.4	16.0	14.2	30.1
Female	283	99.6	35.9	34.1	18.3	11.7	30.0
Racial/Ethnic Group							
White	265	100.0	21.1	33.2	23.0	22.7	45.7
African American	300	99.3	54.7	30.0	11.8	3.5	15.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	483	99.8	31.8	34.6	19.5	14.1	33.5
Disabled	94	98.9	69.9	17.2	5.4	7.5	12.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	577	99.7	38.2	31.7	17.1	13.0	30.1
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	573	99.7	38.3	31.4	17.2	13.1	30.3
Socio-Economic Status							
Subsidized meals	369	99.5	49.7	30.4	14.2	5.7	19.9
Full-pay meals	208	100.0	18.2	34.0	22.2	25.6	47.8

Social Studies							
All Students	577	99.7	28.6	40.9	17.3	13.2	30.5
Gender							
Male	294	99.7	28.7	38.3	18.4	14.5	33.0
Female	283	99.6	28.6	43.6	16.1	11.7	27.8
Racial/Ethnic Group							
White	265	100.0	16.4	39.1	23.4	21.1	44.5
African American	300	99.3	40.1	42.9	11.8	5.2	17.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	483	99.8	21.6	44.4	19.9	14.1	34.0
Disabled	94	98.9	63.4	23.7	4.3	8.6	12.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	577	99.7	28.6	40.9	17.3	13.2	30.5
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	573	99.7	28.5	41.0	17.2	13.2	30.5
Socio-Economic Status							
Subsidized meals	369	99.5	38.1	42.0	12.8	7.1	19.9
Full-pay meals	208	100.0	12.3	38.9	25.1	23.6	48.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	190	100.0	14.0	30.6	47.8	7.5	55.4
	4	187	100.0	20.6	38.3	39.4	1.7	41.1
	5	215	100.0	32.5	43.0	22.5	2.0	24.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	188	100.0	15.5	36.5	42.5	5.5	48.1
	4	198	100.0	23.2	40.0	33.2	3.7	36.8
	5	192	99.5	23.9	38.6	29.3	8.2	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	190	100.0	17.7	53.2	19.9	9.1	29.0
	4	186	100.0	23.5	35.2	25.7	15.6	41.3
	5	215	100.0	24.0	46.0	16.0	14.0	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	188	100.0	25.4	47.5	18.2	8.8	27.1
	4	198	99.5	27.4	38.4	21.6	12.6	34.2
	5	192	99.5	23.4	37.5	18.5	20.7	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	190	100.0	37.1	43.0	15.6	4.3	19.9
	4	186	100.0	36.9	33.0	16.8	13.4	30.2
	5	215	100.0	51.5	32.0	8.0	8.5	16.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	188	100.0	29.8	40.3	21.5	8.3	29.8
	4	197	99.5	45.5	25.9	14.8	13.8	28.6
	5	192	99.5	38.9	29.2	15.1	16.8	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	190	100.0	32.3	42.5	17.2	8.1	25.3
	4	186	100.0	26.8	34.6	22.3	16.2	38.5
	5	215	100.0	44.5	40.0	9.5	6.0	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	188	100.0	21.0	45.9	24.3	8.8	33.1
	4	197	99.5	32.8	37.0	19.0	11.1	30.2
	5	192	99.5	31.9	40.0	8.6	19.5	28.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 575)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.0%	Down from 2.2%	2.7%	2.8%
Attendance rate	96.3%	Down from 96.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.2%	Down from 10.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.2%	Down from 9.3%	0.0%	0.0%
Eligible for gifted and talented	11.6%	Down from 12.6%	10.7%	10.4%
On academic plans	40.8%	N/AV	38.5%	33.6%
On academic probation	0.0%	N/AV	1.4%	1.0%
With disabilities other than speech	14.5%	Down from 17.1%	8.3%	7.5%
Older than usual for grade	1.6%	Up from 0.7%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	65.1%	Up from 62.8%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	88.1%	Up from 85.7%	88.1%	87.3%
Teacher attendance rate	94.2%	Up from 93.4%	94.8%	94.9%
Average teacher salary	\$43,512	Up 3.3%	\$42,465	\$42,485
Prof. development days/teacher	14.4 days	Up from 11.8 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 16.8 to 1	18.4 to 1	18.6 to 1
Prime instructional time	87.3%	Up from 86.6%	89.4%	89.7%
Dollars spent per pupil*	\$4,187	Down 27.4%	\$6,326	\$6,557
Percent of expenditures for teacher salaries*	71.3%	Up from 70.7%	63.8%	64.0%
Percent of expenditures for instruction*	74.7%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2005/2006 at Cheraw Intermediate (CIS) has proven to be quite a successful year. Our students strived to make significant gains in academics, athletics, and community service. We are very excited about their accomplishments.

With the implementation of No Child Left Behind (NCLB), the topic of accountability has become a more prevalent issue of concern. There are strict requirements for teachers and students. NCLB requires all staff working at Title I schools to be Highly Qualified, and all certified and non-certified staff have met these standards. Adequate Yearly Progress (AYP) is another part of NCLB, and it is the assessment used to measure the level of student proficiency at the school. CIS has met 19 of the 21 objectives required to meet AYP.

The percentage of students scoring proficient and advanced on PACT has increased in both English Language Arts (ELA) and Math. In Math, our students soared from 23.6% scoring proficient and advanced to 33.3% (a 41% increase), and in ELA from 36.7% to 39.7 %. Actually, CIS has a higher percentage of students scoring on grade level in math than the state average in grades third, fourth, and fifth.

In addition to instruction of the state standards, CIS tries to enrich and broaden the students' educational experiences through integration of the arts and various extra-curricular activities. Educational field trips have been planned to museums, zoos, and state parks. The artist-in-resident, Nancy Basket, worked with the fourth grade students to create a tessellation mural out of recycled paper and kudzu. Author Dori Sanders spent a day with all the students sharing stories of her life and encouraging students to read and write. The students truly seem to benefit from these opportunities.

Again this year, the students have shown their athletic talents. An overwhelming 479 students (86%) have received certificates of achievement for their excellent performance on the President's Physical Fitness Challenge. To earn this distinction the students are required to meet or exceed rigorous standards for physical activity that measure strength, flexibility, and endurance.

Our students have also had the opportunity to participate in various community service projects. The student council has conducted a recycling program, assisted with a food drive, and participated in other school-related projects. As a whole, the student body has actively participated in several fundraising service projects. Our school has raised over \$20,000 to support the Red Cross's Katrina relief efforts, Relay for Life, and the St. Jude Children's Research Hospital.

Cheraw Intermediate School is committed to excellence and is proud to provide a safe and nurturing environment that challenges all of its students to grow and achieve. With the support of the parents, community, and businesses, this tradition will continue at CIS!

Scott Eddins, Principal
Scott Hunter, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	166	83
Percent satisfied with learning environment	100.0%	90.7%	80.5%
Percent satisfied with social and physical environment	100.0%	86.9%	84.0%
Percent satisfied with school-home relations	93.3%	92.6%	81.5%

*Only students at the highest elementary school grade level at this school and their parents were included.